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ABSTRACT

This paper presents the third phase of a student-faculty investigation seeking the profile of the elementary school teacher. Phase I discovered an indication of different personality traits in elementary and secondary teachers. Phase II redesigned the original questionnaire and supported the findings with additional research. This third phase continued the research and again redesigned the questionnaire. Results indicate that the typical elementary school teacher is female, older than the secondary school teacher, likely to feel that academic logic and emotion are equally important in teaching, is more child oriented, gets more satisfaction from the job itself rather than from extrinsics, feels that the physical aspects of the classroom are as important as the curriculu, and is less likely to favor professional unions. It is probable, however, that with the dawn of teacher militancy, more males entering the elementary school, better salaries, and women's liberation, the profile of the elementary teacher will change. Results of Phase III also indicate that the middle school teacher does not fit into the pattern set by either the elementary or secondary teacher. This paper contains copies of the three questionnaires used throughout the study, tables analyzing the answers to the third questionnaire, and a bibliography. (DDO)

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Seeking the Profile

of

An Elementary Educator:

Phase III

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Introduction

This is the third phase of a student-faculty investigation seeking the profile of the elementary educator.

Phase one discovered an indication of different personality traits in elementary and secondary education. Phase two re-designed the original questionnaire and supported the findings with research. The present investigating team continued the research and re-designed the questionnaire.

Tyler, in a study of teachers' personalities and teaching competencies, administered the Heston Personal Adjustment Inventory (HPAI) to prospective elementary and secondary school teachers. The results showed prospective elementary school teachers scoring higher than prospective secondary school teachers on each of the three scales of the HPAI: Emotional Stability, Confidence, and Personal Relations. (Tyler, 1960). In this same regard, Ryans reported that elementary teachers who were judged to be warm and understanding in the classroom, and also those judged to be stimulating in their classes, tended to manifest superior emotional adjustment. (Ryans, 1959). Ryans

further pointed out that the attitudes of elementary school teachers toward pupils, administrators, fellow-teachers, and non-administrative personnel were markedly more favorable than were similar attitudes of secondary school teachers. (Ryans, 1959). This appears to indicate that team teaching could be more of a success on the elementary level of education.

Edwin Wandt found that elementary teachers showed more favorable attitudes, using the Inventory of Teacher Opinion, toward administrators, supervisors, teachers, pupils, parents, non-teaching employees, democratic classroom procedures, (Wandt, 1952). From this it might be inferred that elementary teachers promote strong public relations and can work more compatibly with para-professionals. Wandt studied teachers' attitudes toward the various groups contacted in the schools, thus providing information helpful in assessing the total teacher personality. (Wandt, 1952). He found correlated factors concerning: (1) attitude toward administrators, and (2) attitude toward pupils. Significant differences were found between the elementary and secondary school teachers, the elementary group having the more favorable attitudes.

Lindgren and Patton have studied teacher personality using the MMPI (Minnesota Multiphasic Personality Inventory) and the MTAI (Minnesota Teacher Attitude Inventory), (Lindgren and Patton, 1958). They tested the hypothesis that attitudes of high school teachers

are less favorable toward children and toward current educational theory and practice than are the attitudes of teachers in the lower grades. Using the F scale, this hypothesis was supported at the .05 level of significance, i.e., non high school teachers scored higher than high school teachers. (Lindgren and Patton, 1958).

Richek's study revealed a personality difference between elementary and secondary school teachers. Using the Self-Report Inventory, Richek found extraversion to be more prevalent among prospective elementary school teachers than prospective secondary school teachers. (Richek, 1969). Creason, in a similar study also found elementary school trainees to be more extraverted than secondary school trainees. (Creason, 1964)

Page and Travers used the Rorschach test to suggest personality differences between elementary and secondary school teachers. It was suggested that situational factors such as shorter time spent with the pupils may cause subordinate personality characteristics to appear in secondary school teachers which are otherwise apparently important in elementary school teachers. (Page and Travers, 1953). Kearney and Rocchio further indicated that "teachers who have pupils for longer periods during the day are interested not only in the pupils' acquisition of subject matter, but also are concerned with the pupils' whole personality: ---on the other hand, teachers of

special subjects think in terms of the subject matter to be covered rather than the development of a self-directing personality in the pupils." (Kearney and Rocchio, 1955). This appears to indicate that programs to develop pupil personality should be in the elementary schools.

As reported by Fox, prospective elementary school teachers are influenced more than prospective secondary school teachers by (1) their desire to work with children or adolescents; (2) their desire to be of service to society; (3) experience working with youngsters; (4) the opportunity to leave the teaching profession and return to it later; and (5) membership in future teacher clubs. (Fox, 1969). To lend support to the before said comments on elementary school teachers working with children, Levin, Hilton, and Leiderman, as cited by Stern, found that among elementary school teachers persistence in teaching was greater for those who were less interested in books or in subject matter, and who were characterized by strong feelings of rapport with children. (Stern, 1963).

Lang's study showed that elementary teachers like to treat others with kindness, like to be generous with others, and desire to have others confide in them about personal problems. This may indicate that elementary teachers appear to be interested in intrinsic rewards from teaching. (Lang, 1960).

According to Biddle's study, "pupil behavior" appears to be closely related to "teacher behavior" in the elementary school. In the secondary school it seems almost unrelated to teacher behavior in the classroom. (Biddle and Ellena, 1964). This seems to suggest that the elementary school teacher tends to influence her pupils more than does the secondary school teacher. Eberlein found that elementary school female teachers manifest a greater need to dominate, persuade, influence others to do as they desire, and show a desire to engage in activities with men. They also indicate less desire to have others provide help and encourage. (Eberlein, 1970). This would indicate that they seem to be more independent and autonomous than secondary school female teachers.

Charters reported a study of Anderson which revealed data to the effect that society tends to rate the elementary school teacher lower than the secondary school teacher in terms of how teachers feel about their own prestige in the community. (Charters, 1963). Vogt found that elementary school teachers saw themselves as less professional than secondary school teachers. (Vogt, 1970). However, it was reported by Stiles that teachers will require modifications in their self-image. (Stiles, 1970).

The National Education Association reporting data from a survey made in 1965, stated that elementary school teachers were found to

be significantly older than secondary school teachers. One of three, or specifically 35.1 percent of all elementary school teachers, were fifty years (50) or older, compared to 17.0 percent of secondary school teachers. One of ten or more, specifically 9.5 percent of elementary school teachers, were sixty (60) or more years old. At the secondary school level only 3.5 percent were sixty (60) or more years old. (N.E.A., 1965).

Phase I

The Study

Method - Pilot Study

Instrumentation. In order to assess those characteristics that typify teachers at varying grade levels, a 25 item questionnaire was developed. Statements were selected that were related to four affective areas: ego, emotions, line of command, and professional attitude. Subjects were asked to respond on a five-point scale, from strongly agree to strongly disagree.

In addition to questionnaire data, subjects were asked to provide standard demographic information: sex, grade taught, marital status, number of hours of scholastic credit past Bachelor's degree, and number of years teaching.

Subjects. Approximately 750 questionnaires were distributed to Virginia and Maryland teachers. Data were obtained on a sample of 600 teachers ranging from kindergarten through twelth grade. Although sampling procedures were not strictly random (teachers having courses at the University of Virginia were asked to distribute questionnaires in their own schools and school systems), there is no reason to believe that subjects in the selected sample were in any systematic way different from typical Virginia and Maryland

(Phase I Questionnaire Form)

Marital status: single_____ married_____ divorced_____ widowed_____
Sex: male_____ female_____
Number of years teaching: _____ Present grade level: _____
Number of hours past Bachelor's Degree: _____

Circle your response:

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1	2	3	4	5

1 2 3 4 5 (1) Emotional involvement with students is necessary for good teaching.
1 2 3 4 5 (2) I believe that I am more emotionally involved in my profession than my non-teaching friends.
1 2 3 4 5 (3) It should be important to teachers to be liked by their students.
1 2 3 4 5 (4) A teacher should feel badly when a student does not learn.
1 2 3 4 5 (5) A good teacher is one who leaves his problems in school.
1 2 3 4 5 (6) I feel that I have significantly altered my students' lives.
1 2 3 4 5 (7) A teacher should not allow his personal life to be affected by his professional role.
1 2 3 4 5 (8) A teacher's recommendation should be the main basis for promotion.
1 2 3 4 5 (9) The physical aspects of the classroom reflect the teacher.
1 2 3 4 5 (10) The teacher is the best evaluator of his own teaching methods.
1 2 3 4 5 (11) The principal's directive should not be challenged.
1 2 3 4 5 (12) My present teaching position is rated highly by the educational professions.
1 2 3 4 5 (13) Compulsory retraining of educators should be required.
1 2 3 4 5 (14) Classroom teachers should be required to have a Master's degree.
1 2 3 4 5 (15) I believe that I will be teaching four years from this date.
1 2 3 4 5 (16) Good teachers should progress to administrative positions.
1 2 3 4 5 (17) I feel that I have a knowledge of the contempory thought in my field.
1 2 3 4 5 (18) Discipline is solely the classroom teacher's responsibility.
1 2 3 4 5 (19) Talking to a student is more enjoyable than teaching a student.
1 2 3 4 5 (20) Communication is enhanced by physical contact with the student.
1 2 3 4 5 (21) Classroom teachers can effect change in school policies.
1 2 3 4 5 (22) Students like to talk to teachers.
1 2 3 4 5 (23) Personal problems of students should be kept out of the classroom.
1 2 3 4 5 (24) My position in the education profession is highly rated by the public.
1 2 3 4 5 (25) Given the opportunity, I would select a different occupation.

teachers. Because 203 subjects failed to respond to every item on the initial instrument, the effective sample size in the initial data analysis was 397 subjects.

Initial Analysis. In order to resolve the complex interdependencies among the 25 variables of the questionnaire into conceptually meaningful dimensions, a correlation matrix was generated and a principal components solution obtained using computer program BMD-03M (Dixon, 1965).

Under selected options, the BMD03M program performed a factor analysis on the data assuming a five factor solution. Squared multiple correlations were used as estimates of communality.

The resulting five factor solution was rotated orthogonally according to the Varimax criterion.

The new instrument was redesigned with emphasis on cluster groupings.

Phase II

The Study

Method

Instrumentation. The questionnaire consisted of two parts. (Appendix V). First a heading section which contained four variables to be considered (1) sex (2 categories) (2) age (4 categories) (3) number of years teaching (8 categories) (4) number of hours past a Bachelor's degree (5 categories) and secondly, twenty-five questions dealing with ego, emotion, line-of-command, pedagogy, and professional attitude which were also treated as variables.

Subjects: The subjects were primary, middle and secondary school teachers enrolled in the six-weeks summer session on the grounds of the University of Virginia. Approximately 300 questionnaires were distributed, and the return was 96 primary, 104 middle and 57 secondary. For the purpose of analysis 50 from each grade level group were selected randomly.

Analysis: A principal component solution on the 29 variables was obtained. Factor scores were obtained for each of the three groups (primary, middle, secondary) and a T test was performed to compare the means of group one with three and three with one and two combined.

(Phase II Questionnaire Form)

Marital Status: Single_____ Married_____ Divorced_____ Widowed_____
Sex: Male_____ Female_____
Age: 20-30_____ 31-40_____ 41-50_____ 51-65_____
Number of years teaching:_____ Present grade level:_____
Number of hours past Bachelor's degree: _____

Circle your response:

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1	2	3	4	5

1 2 3 4 5	(1)	Communication is enhanced by physical contact with the student.
1 2 3 4 5	(2)	Talking to a student is more enjoyable than teaching a student.
1 2 3 4 5	(3)	Personal problems of students should be kept out of the classroom.
1 2 3 4 5	(4)	Given the opportunity, I would select a different occupation.
1 2 3 4 5	(5)	I feel that I have significantly altered my students' lives.
1 2 3 4 5	(6)	A good teacher is one who leaves his students' problems in school.
1 2 3 4 5	(7)	My present teaching position is ranked highly by my fellow educators.
1 2 3 4 5	(8)	My present teaching position is highly rated by the public.
1 2 3 4 5	(9)	Academic logic and emotional involvement are equally important in in teaching.
1 2 3 4 5	(10)	The supervisor would be the best evaluator of an educator's teaching methods.
1 2 3 4 5	(11)	A teacher has a public image which should be upheld.
1 2 3 4 5	(12)	Complete knowledge of a subject is necessary prior to teaching it.
1 2 3 4 5	(13)	I feel, as a classroom teacher, that the physical aspects of the classroom reflect my personality.
1 2 3 4 5	(14)	Increased salary is more important than Master Teacher recognition.
1 2 3 4 5	(15)	Compulsory in-service training should concentrate on subject matter rather than methods of instruction.
1 2 3 4 5	(16)	Professional demands are more readily complied with when presented by unions.
1 2 3 4 5	(17)	Discipline should be the concern of the administration, leaving instruction to the teacher.
1 2 3 4 5	(18)	Recognition as the outstanding teacher of the year, by a community organization, is more rewarding than a 5% increase in salary.
1 2 3 4 5	(19)	Anywhere I go, I am constantly gathering materials for my classroom presentations.
1 2 3 4 5	(20)	The principal's directive should not be questioned.
1 2 3 4 5	(21)	I believe that I will be teaching two years from this date.
1 2 3 4 5	(22)	I can affect change in my school's policies.
1 2 3 4 5	(23)	Emotional involvement with students is necessary for good teaching.
1 2 3 4 5	(24)	It should be important to teachers to be liked by their students.
1 2 3 4 5	(25)	A teacher's recommendation should be considered before the principal's in promotion.

Phase III

The Study

Method: A revised questionnaire to clarify characteristics which typify elementary school teachers was developed. Teachers were asked for their marital status, sex, age, number of years teaching, present grade level and number of hours past Bachelor's degree. The questionnaire consisted of twenty-five statements to be rated on a five point scale (one being "Strongly agree" to five being "strongly disagree" with three being "no opinion"). The statements used were related to six affective areas: ego, emotion, line of command, pedagogy, intrinsic and professional attitude.

Subjects: Two hundred ten questionnaires were distributed among practicing teachers in various school districts of Virginia. Distribution was to primary, middle, and secondary school teachers. Fifty answered questionnaires, randomly selected from each grade division level, were used for the purposes of the study.

Analysis: A principal component solution on the 31 variables was obtained stressing grade level as designated by a 4-4-4 classification. This means the three subgroups were K-4; 5-8; 9-12. Also stressed were variables of sex and age. A T test was performed to

compare the means of group one with three and three with one and two combined.

(Phase III Questionnaire Form)

Marital Status: Single _____ Married _____ Divorced _____ Widowed _____
Sex: Male _____ Female _____
Age: 20-30 _____ 31-40 _____ 41-50 _____ 51-65 _____
Number of years teaching: _____ Present grade level: _____
Number of hours past bachelor's degree: _____

Circle your response:

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1	2	3	4	5

1 2 3 4 5 (1) I feel that I have significantly altered my students' lives.
1 2 3 4 5 (2) The principal's directive should not be questioned.
1 2 3 4 5 (3) I would not trade my present teaching position for a supervisory position with the same pay.
1 2 3 4 5 (4) I believe that I will be teaching two years from this date.
1 2 3 4 5 (5) A good teacher is one who leaves his students' problems in school.
1 2 3 4 5 (6) Complete knowledge of a subject is necessary prior to teaching it.
1 2 3 4 5 (7) Personal problems of students should be kept out of the classroom.
1 2 3 4 5 (8) I feel that the teacher should not be required to bear the responsiblity for classroom discipline.
1 2 3 4 5 (9) Communicating with the public is enjoyable.
1 2 3 4 5 (10) Academic logic and emotional involvement are equally important in teaching.
1 2 3 4 5 (11) I would advise college-bound high school graduates to major in education.
1 2 3 4 5 (12) Compulsory in-service training should concentrate on subject matter rather than methods of instruction.
1 2 3 4 5 (13) My influence can change the direction of my school's policies.
1 2 3 4 5 (14) A teacher's recommendation should be considered before the principal's in promotion.
1 2 3 4 5 (15) A teacher's public image should blend with that of the community rather than stand out.
1 2 3 4 5 (16) Talking to a student is more enjoyable than teaching a student.
1 2 3 4 5 (17) Physical contact establishes a climate of effective communication.
1 2 3 4 5 (18) Recognition as the outstanding teacher of the year by a community organization, is more rewarding than a 5% increase in salary.
1 2 3 4 5 (19) I feel that the physical aspects of my room are as important as the curriculum.
1 2 3 4 5 (20) The supervisor would be the best evaluator of an educator's teaching methods.
1 2 3 4 5 (21) Professional demands are more readily complied with when presented by unions.
1 2 3 4 5 (22) Emotional involvement with students is necessary for good teaching.
1 2 3 4 5 (23) I believe I need further training to be a good teacher.
1 2 3 4 5 (24) Gathering large supplies of supplementary material enhances instruction.
1 2 3 4 5 (25) It should be important to teachers to be liked by their students.

Responses - Phase III

Questionnaire Form

Sex: 40% of the high school teachers responding to the questionnaire were male, 28% of the middle school teachers were male, whereas only 2% of the primary school teachers responding were male.

Age: Of the oldest teachers responding (51-65), most were found to be in the primary grades, followed by the middle grades, and least in the high school.

Number of Years Taught: 57.6% of the population were found to have up to six years of teaching experience. Beyond that there was a scattering up to 43 years.

Number of Years Beyond Bachelor's Degree: 31.6% of the teachers responding to the questionnaire were found to have no hours beyond the bachelor's degree.

TABLE FROM PRO-EL-ED

% of Agree and Strongly Agree on Variables 021 to 045 or Questions 1-25

	Variable	Primary	Middle	High	Composite
1.	021	60.4%	54%	59.2%	57.8%
2.	022	18%	12%	16%	15.3%
3.	023	82%	60%	68%	70%
4.	024	83%	62%	72%	72.1%
5.	025	26%	24%	19.6%	23.3%
6.	026	58%	44%	66.7%	56.1%
7.	027	42%	48%	52.1%	47.3%
8.	028	4%	16%	10.2%	10.1%
9.	029	79.2%	66%	64%	69.6%
10.	030	76%	75%	57.1%	69.4%
11.	031	26%	18.4%	22%	22.1%
12.	032	16%	10%	34.7%	20.1%
13.	033	28%	52%	46%	42%
14.	034	64%	66%	48%	59.3%
15.	035	48%	46%	39.6%	44.6%
16.	036	26%	34%	36.7%	32.2%
17.	037	52%	47.9%	43.8%	47.9%
18.	038	50%	52%	30%	44%
19.	039	82%	62%	46.9%	63.8%
20.	040	14%	6.1%	8%	9.4%

	Variable	Primary	Middle	High	Composite
21.	041	28%	44.9%	50%	40.9%
22.	042	56%	50%	40%	48.6%
23.	043	56%	38.8%	63.8%	52.7%
24.	044	65.3%	58%	66.7%	63.3%
25.	045	70%	72%	68%	70%

TABLE FROM PRO-EL-ED

% of No Opinion on Variables 021 to 045 or Questions 1-25

	Variable	Primary	Middle	High	Composite
1.	021	27.1%	28%	30.6%	28.6%
2.	022	4%	8%	8%	6.7%
3.	023	8%	12%	14%	11.3%
4.	024	6.4%	22%	18%	15.6%
5.	025	10%	12%	13%	11.6%
6.	026	2%	4%	0%	2%
7.	027	2%	4%	10.4%	5.4%
8.	028	4%	0%	4.1%	2.7%
9.	029	10.4%	20%	18%	16.2%
10.	030	12%	8.3%	8.2%	9.5%
11.	031	26%	38.8%	28%	30.9%
12.	032	10%	4%	16.3%	10.1%
13.	033	34%	26%	20%	26.7%
14.	034	30%	20%	34%	28%
15.	035	22%	16%	12.5%	16.9%
16.	036	16%	30%	18.4%	21.5%
17.	037	24%	20.8%	16.7%	20.5%
18.	038	20%	10%	20%	16.7%
19.	039	4%	6%	6.1%	5.4%
20.	040	10%	18.4%	10%	12.8%

	Variable	Primary	Middle	High	Composite
21.	041	34%	18.4%	22%	24.8%
22.	042	8%	8.3%	14%	10.1%
23.	043	12%	18.4%	8.5%	13%
24.	044	10.2%	12%	12.5%	11.6%
25.	045	22%	14%	20%	18.7%

TABLE FROM PRO-EL-ED

% of Disagree and Strongly Disagree on Variables 021 to 045 or Questions 1-25

	Variable	Primary	Middle	High	Composite
1.	021	12.5%	18%	10.2%	13.6%
2.	022	78%	80%	76%	78%
3.	023	10%	28%	18%	18.7%
4.	024	10.6%	16%	10%	12.3%
5.	025	64%	64%	67.4%	65%
6.	026	40%	52%	33.4%	41.9%
7.	027	56%	48%	37.5%	47.3%
8.	028	92%	84%	85.8%	87.3%
9.	029	10.4%	14%	18%	14.2%
10.	030	12%	16.7%	34.7%	21.1%
11.	031	48%	42.8%	50%	47%
12.	032	74%	86%	48.9%	69.8%
13.	033	38%	22%	34%	31.49%
14.	034	6%	14%	18%	12.7%
15.	035	30%	38%	47.9%	38.5%
16.	036	58%	36%	44.9%	46.3%
17.	037	24%	31.2%	39.6%	31.5%
18.	038	30%	38%	50%	39.3%
19.	039	14%	32%	46.9%	30.9%
20.	040	76%	75.5%	82%	77.8%

	Variable	Primary	Middle	High	Composite
21.	041	38%	36.8%	28%	34.2%
22.	042	36%	41.7%	46%	41.2%
23.	043	32%	42.9%	27.7%	34.3%
24.	044	24.4%	30%	20.9%	25.1%
25.	045	8%	14%	12%	11.4%

Interpretation of Tables

From an analysis of the print-out for PROELED, the three tables were devised in which there is a breakdown on the twenty-five questions according to adjusted percentages for the primary (grades 1-4), the middle (grades 5-8), the high (grades 9-12) and the composite (all grades). We were most interested in the questions showing a significant split between the primary and high school group. According to the common 6-3-3 arrangement, the lower two middle grades (5 and 6) are considered elementary and the upper two middle grades (7 and 8) are usually considered secondary. Therefore we would expect the attitudes of middle school teachers to be somewhat different from the primary and high school group. Even a casual review of the statistics in these three tables demonstrates the veracity of this comment convincingly. More often than not, the middle group was either the highest or lowest percentage for agreement or disagreement on each question. In fact, the generalization can be made that there was a closer parallel of results for the primary and high school group than there was for the primary and middle or middle and high. Since the middle grades are so unique, it would be interesting to investigate the reasons, but this must be the subject of another study.

As for a significant split between the primary and high school

a strong case can be built on five questions - variables 030, 032, 038, 039 and 041. These questions (#s 10, 12, 18, 19 and 21) span a wide spectrum of attitudinal differences including professional attitude, emotion, pedagogy, intrinsic rewards and ego. In this group of five, there was one question involving professional attitude.

Of the primary teachers, 76% felt that academic logic and emotional involvement were equally important in teaching. In contrast, only 57.1% of the high school teachers agreed with this statement.

The pedagogy question in this group supports the universal assumption that elementary teachers are more child-oriented and secondary teachers more subject-matter oriented. Of the primary group, 74% either disagreed or strongly disagreed that compulsory in-service training should concentrate on subject matter rather than methods of instruction. Of the high school teachers 48.9% disagreed or strongly disagreed with this assertion. This percentage of 48.9% is rather high, but there is a difference of more than 25% with the primary group on this question. Hence it is not an absolute value that secondary teachers favor subject matter, but it is a signifi cant matter of degree.

Of the primary teachers, 50% agreed that recognition as the

outstanding teacher of the year was more rewarding than a 5% salary hike. Only 30% of the high school group concerned with this opinion on intrinsic versus extrinsic rewards. A case can be made that elementary teachers get more satisfaction from their job per se than their counterparts at the high school level.

Of the primary group, a significant majority (82%) felt that the physical aspects of the classroom were as important as the curriculum. In contrast, less than half (46.9%) of the high school teachers put such a high premium on the classroom as a means of influencing children. The reason that such a general phrase as "influencing children" is used here is that the question itself is vague as to the real effects of the classroom. Again we get the strong indication that high school teachers are more subject-matter oriented than elementary teachers. The classroom serves many purposes besides providing a place for instruction. The term "curriculum" is more synonymous with "learning" or "instruction." Perhaps the primary teacher views her classroom as a center for many activities including opportunities for important social activities in the life of the young child. In contrast, the average high school teacher may view the classroom as a place in which audio-visual aids, books, maps, equipment and learning devices are utilized for the purpose of imparting knowledge. The high school teacher may visualize the classroom

as a convenient place in which subject-matter can be taught.

On the question of whether professional demands are more readily complied with when presented by unions, only 28% of the primary teachers agreed. In contrast, a strong 50% of the high group favored unions. For a group of secondary teachers in Virginia with no history of unionization of teachers, this 50% is extremely high. It could even indicate a trend toward unionization in the future. It should be noted that the primary group is far less militant. When the question of intrinsic rewards is considered along with this question on unions, perhaps this is to be expected. Since the high school teachers are more interested in money than their primary counterparts, it would stand to reason that they would also be more militant on the matter of unionization.

Overview

The initial examination of research in Phase II revealed that an age difference exists between elementary and secondary teachers; as was similar in the N.E.A. Research Bulletin (May, 1971), that secondary teachers were, on the average, four years younger than elementary teachers. Phase III of this study supported this research evidence with very little variation from previous data noted.

An interesting trend on the cross-section of teacher opinion in Phases II and III indicated a very wide equal dispersement of response attributed to question #21 (Professional demands are more readily complied with when presented by unions.) This type of response may indicate a confusion on the part of educators in relation to the question of Unions.

An examination of the teacher opinion survey in Phase III revealed the widest equal dispersement of response attributed to question #19 (I feel that the physical aspects of my room are as important as the curriculum.) This pattern seems to indicate an opinion among elementary teachers that the curriculum is all inclusive rather than just material dealing directly with subject matter.

(Phase III Questionnaire Form)

Marital Status: Single _____ Married _____ Divorced _____ Widowed _____
Sex: Male _____ Female _____
Age: 20-30 _____ 31-40 _____ 41-50 _____ 51-65 _____
Number of years teaching: _____ Present grade level: _____
Number of hours past bachelor's degree: _____

Circle your response:

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1	2	3	4	5

1 2 3 4 5 (1) I feel that I have significantly altered my students' lives.
1 2 3 4 5 (2) The principal's directive should not be questioned.
1 2 3 4 5 (3) I would not trade my present teaching position for a supervisory position with the same pay.
1 2 3 4 5 (4) I believe that I will be teaching two years from this date.
1 2 3 4 5 (5) A good teacher is one who leaves his students' problems in school.
1 2 3 4 5 (6) Complete knowledge of a subject is necessary prior to teaching it.
1 2 3 4 5 (7) Personal problems of students should be kept out of the classroom.
1 2 3 4 5 (8) I feel that the teacher should not be required to bear the responsiblity for classroom discipline.
1 2 3 4 5 (9) Communicating with the public is enjoyable.
1 2 3 4 5 (10) Academic logic and emotional involvement are equally important in teaching.
1 2 3 4 5 (11) I would advise college-bound high school graduates to major in education.
1 2 3 4 5 (12) Compulsory in-service training should concentrate on subject matter rather than methods of instruction.
1 2 3 4 5 (13) My influence can change the direction of my school's policies.
1 2 3 4 5 (14) A teacher's recommendation should be considered before the principal's in promotion.
1 2 3 4 5 (15) A teacher's public image should blend with that of the community rather than stand out.
1 2 3 4 5 (16) Talking to a student is more enjoyable than teaching a student.
1 2 3 4 5 (17) Physical contact establishes a climate of effective communication.
1 2 3 4 5 (18) Recognition as the outstanding teacher of the year by a community organization, is more rewarding than a 5% increase in salary.
1 2 3 4 5 (19) I feel that the physical aspects of my room are as important as the curriculum.
1 2 3 4 5 (20) The supervisor would be the best evaluator of an educator's teaching methods.
1 2 3 4 5 (21) Professional demands are more readily complied with when presented by unions.
1 2 3 4 5 (22) Emotional involvement with students is necessary for good teaching.
1 2 3 4 5 (23) I believe I need further training to be a good teacher.
1 2 3 4 5 (24) Gathering large supplies of supplementary material enhances instruction.
1 2 3 4 5 (25) It should be important to teachers to be liked by their students.

Summary

"By the mid-1970's, a new breed of preschool and elementary teachers will appear. These models will provide a continuous training program linking the teacher preparation institutions and the local schools in both phases. The concept of the elementary teacher as a 'generalist' supervising the 'self-contained' classroom is challenged. The models envision the teacher as a 'manager' of the learning process," (Reddick, 1971).

H. Goldman says that research now provides evidence in support of the contention long advanced by secondary school principals that considerably more difficulty is encountered when working with their staffs than is the case for elementary school principals, (Goldman, 1969).

With the dawn of teacher militancy, more males entering the elementary school, better salaries, and women's liberation, it may be that the elementary teacher will soon present a different profile. The time may come, as Stiles has said, that great teachers can be paid more than principals-simply because their professional contributions are judged to be of greater value, (Stiles, 1970). It is hoped that along with this happening will emerge the actual profile of an elementary educator.

It appeared that in Phase III, the middle school teacher did not fit into the pattern set either by the elementary or secondary teacher. The middle school teacher may have attitudes and characteristics entirely different from elementary and secondary teachers.

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